



## Supporting children with special educational needs (SEN)

We provide high quality provision in which all children, including those with special educational needs, are supported to reach their full potential. Every member of our team has a short induction to SEN during the induction process, this includes reading policies and being introduced to the relevant children and staff.

- We have regard for the DfES Special Educational Needs Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs and remove any barriers to learning.
- We work in partnership with parents, outside agencies and children with special educational needs (SEN) to meet individual needs.
- Early identification is key, we identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). Our SENCO is Vicky Crane and her deputy SENCO is April Turner.
- Our designated SENCO works with the Key Person of each child to ensure appropriate individual support is provided according to the child's needs to support the child to achieve the best outcomes, and that this support strategy is agreed in partnership with the parent.
- We ensure that the SENCO attends the 2 day SENCO Induction training held by Cornwall Council, which will then be updated every 3 years or where legislation changes.
- The SENCO will attend a minimum of 6 hours of SEN related training per year, including attendance at the SENCO cluster group meetings to support further local networking, this should then be cascaded to other members of staff in the setting.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting - room leaders are encouraged to complete the SEN training available on our training platform Noodle Now.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity, relevant background information is collected and any current needs discussed.
- We use the graduated response system for assess, plan, do and review in response to SEN Support and keep appropriate records to support this. Some of these records include a developmental Journal which is updated every term, detailed 10 minute observations which are completed when needed and within the child's 6 week observation period. An observation period is started when parents, senco or practitioner's raise concerns.

- We work closely with parents/carers of children with special educational needs to create and maintain a positive partnership and keep them informed of each stage of assessment and review of their education.
- We provide parents/carers with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. This is reflected in our Local Offer.

### SEN Referrals

- If we feel we need to refer a child to a specialist service we follow the procedures under the Early Help Hub referral system by Cornwall Council, the referral is assessed and the correct professionals are allocated to support your child. All referrals will be available to parents and will be discussed before being submitted.
- All referrals and decisions made regarding your child's assessments and Individual Learning plans will be discussed and planned in collaboration with parents and health professionals.
- If a child is placed on our SEN register of need, an Individual Learning Plan will be created and targets will be set. These plans are based on a 6-week cycle and are reviewed with key persons and parents.
- Should a referral be rejected we will use the Common Assessment Framework by Cornwall Council to monitor and track the progress of your child. Where applicable an appeal may be made against a rejection and re-referral may be put in when more evidence is available.
- Working alongside senior members of the local authority if a decision is made to apply for an EHCP the SENCO will gather as much information as possible and the process will begin. This is a long process and can take up to 40 weeks. Our team will endeavour to get this process completed before your child's transition to school. However, in some cases this can not be achieved and all EHCP documents will be transferred to their chosen school.

Policy Reviewed 29<sup>th</sup> September 2023

Signed By Nursery Manager: